R E P O R T R E S U M E S

ED 013 196 RE 000 355

PHONETIC ANALYSIS OF WORDS IN GRADES 3 AND 4.

BY- CAMPBELL, BONNIE QUINN, GOLDIE
BELLEVUE PUBLIC SCHOOLS, NEBR.

PUB DATE JUN 65

EDRS PRICE MF-$0.25 HC-$1.08 27P.

DESCRIPTORS- *TEACHING GUIDES, *GRADE 3, *GRADE 4, *PHONETIC ANALYSIS, *READING SKILLS, READING COMPREHENSION, ORAL READING, RATING SCALES, PHONICS, BELLEVUE, NEBRASKA,

SOME GUIDELINES FOR TEACHING THE PHONETIC ANALYSIS OF WORDS IN GRADES THREE AND FOUR ARE PRESENTED. ALL ELEMENTS INVOLVED IN THE TEACHING OF READING SKILLS, INCLUDING PHONETIC ANALYSIS, COMPREHENSION, AND ORAL READING, ARE COVERED. THE GUIDE PROVIDES EXAMPLES OF CHECKLISTS FOR COMPREHENSION SKILLS AND ORAL READING. (BK)

ED013196

RE 000 355

Guidelines

READING SKILLS 3-4

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Bellevue Public Schools

Bellevue, Nebraska

PHONETIC ANALYSIS OF WORDS
IN GRADES 3 AND 4

Developed by

Bonnie Campbell - Goldie Quinn

of the

Corrective Reading Department

for

George W. Bailey
Superintendent of Schools

Under the Direction of

Wayne M. Paxson
Director of Curriculum

Bellevue Public Schools
Bellevue, Nebraska

Published June 1965
Second Printing August 1966

FOREWORD

Guidelines in reading have been prepared to aid the classroom teacher in the presentation of reading skills. Lower elementary teachers will find the phonetic approach to reading instruction included in the manual of the Scott, Foresman basic text. All other elements involved in the teaching of reading skills may be found in this guide, including the phonetic analysis of words, comprehension, and oral skills which should be introduced or retaught during the school year.

An enrichment folder will be developed during the 1965-66 school year to supplement this guide. It will include suggested methods, devices, and blackboard activities for the teaching of reading skills.

The components above together with the teacher's interest, enthusiasm, and ability to recognize a student's reading aptitude are vital to a strong reading program. The combination of these elements constitutes the philosophy of the Bellevue Public Schools toward the teaching of reading.

TABLE OF CONTENTS

	PAGE
PHONETIC ANALYSIS OF WORDS IN GRADES THREE AND FOUR	1
Consonants	1
Consonant Blends	3
Consonant Digraphs	3
Long and Short Vowels	4
"y" as a Vowel	5
Vowel Variants	5
Consonant-Vowel Combinations	5
Vowel-Vowel Combinations	6
Compound Words	6
Contractions	6
Root Words	6
Addition of "s" to Root Words	7
Addition of "ed" and "ing" to Root Words	7
Plurals	8
Possessives	8
Prefixes and Suffixes	8
Dictionary Skills	10
Syllabication	11
Accent	12
Schwa Sound	13
CHECK LIST FOR COMPREHENSION SKILLS AND ORAL READING IN GRADE THREE	16

TABLE OF CONTENTS cont'd

PAGE

Comprehension Skills 16

Oral Reading Skills 16

COMPREHENSION SKILLS IN GRADE FOUR 17

CHECK LIST FOR COMPREHENSION SKILLS AND ORAL READING IN GRADE FOUR 18

Comprehension Skills 18

Oral Reading Skills 20

ENRICHMENT SECTION (to be included 1965-66) . . . . . .

THE PHONETIC ANALYSIS OF WORDS

GRADES THREE AND FOUR

The review of primary reading skills, as well as the introduction of new reading skills, comes at third and fourth grade level. The child must be encouraged to use those word attack skills which he has previously learned to unlock new words. He needs to review and be thoroughly familiar with the skills previously taught.

The skills which have been taught in the primary grades, and those which will be taught at third or fourth grade level are the consonants, consonant blends, consonant digraphs, long and short vowels, "y" as a vowel, vowel variants, consonant-vowel combinations, vowel-vowel combinations, compound words, contractions, root words, addition of "s" to root words, addition of "ed" and "ing" to root words, plurals, possessives, prefixes and suffixes, dictionary skills, syllabication, accent, schwa sound, synonyms, antonyms, and hymonyms. They are discussed on the following pages in the order listed above.

Consonants

The auditory and visual recognition of consonants in initial, medial and final positions should be well established by third grade. These consonants nearly always record the sounds heard in the initial part of the following words:

bat	like	toy
fun	much	very
how	not	way
jam	pan	yes
kite	run	zoo

Even in the case of these fifteen consonants, there are instances when they are silent, and when they combine with other letters to record other sounds.

"b" -- When "b" follows "m" in a word, and is in the same syllable, it is silent (climb, dumb). When "b" precedes "t" in a syllable, it is silent (debt, doubt).

"h" -- When "h" is the first letter in a word it most often sounds as it does in "he" but it is sometimes silent (heir, hour). The letter "h" is silent when it follows "g" at the beginning of a word (ghost, ghetto), when it follows "k" at the beginning of a word (khan, khaki), and when it follows "r" at the beginning of a word (rhetoric, rhubarb).

"k" -- The letter "k" is silent when it is the initial letter in a word and is followed by "n" (know, knit). In some instances it helps to distinguish visually between homonyms (night, knight; not, knot).

"l" -- "l" is sometimes silent when it precedes another consonant within a syllable (calm, folk).

"n" -- The letter "n" is silent when it follows "m" in a syllable (solemn, condemn).

"p" -- The letter "p" is silent when it is the initial letter in a word and is followed by "s" (psalm, psychology).

"t" -- The letter "t" is silent when it precedes "ch" in a syllable (crutch, witch). "t" is sometimes silent when it follows "s" (listen, castle).

"w" -- When "w" follows "o" within a syllable, it is sometimes silent (bowl, low).

Listed below are the most common sounds of "c" - "d" - "g" - "s" and "x" which are more varied in the sounds they record.

"c" -- The letter "c" has no phonetic value that is distinctly its own. Instead, the two sounds it records are associated with other letters. One of these sounds, called the "soft" sound is usually associated with the letter "s" (cent, cymbal). The other sound is referred to as the "hard" sound and is generally associated with "k" (calf, coat). When "c" is followed in a syllable by "e" - "i" or "y" it usually has its soft sound (certain, city, bicycle). When "c" is followed by "o" - "u" or "a", or is the final letter in a word, it usually has its hard sound (cord, fact, arc).

"x" -- This letter, like the letter "c", lacks a sound that is distinctly its own. It is used to record three different sounds. A sound commonly recorded by "x" is best represented by the letter combination "ks" (fix, mixture). Often, and especially when it is followed by a vowel or by a silent "h", "x" records a sound represented by the letter combination "gz" (exact, exhaust). When "x" is the initial letter in a word (usually words of a technical nature), it records the sound associated with the letter "z" (xylophone, xylem).

"g" -- Like "c" the letter "g" also has sounds referred to as "soft" and "hard." When "g" is followed in a syllable by "e" - "i" or "y" it often has its soft sound (gem, ginger, gypsy). When "g" is followed by any other letter, or is the final letter in a syllable, it usually has its hard sound (gallant, ghost, wig, gum, goat). When "g" is followed by "n" within a syllable, it is silent (gnome, reign).

"d" -- The letter "d" records two sounds. The usual sound is heard in words like do and wanted. The other sound is associated with the letter "t" as in picked and wrapped. When the consonant sound preceding "d" in a syllable is that of a voiceless consonant ("t" - "s" - "k" - "f" - "p"), the "d" sounds like a "t" (missed, kicked, puffed).

"s" -- The usual sound of "s" is heard in the words see, ask and taps. The other sound is that associated with the letter "z" (heads, wags). When the consonant sound preceding "s" is a syllable in one of the voiced consonants ("d" - "z" - "g" - "v" - "b"), the letter "s" assumes the sound of "z" (buzz, buzzes; wag, wags; bib, bibs).

Consonant Blends

When two or more consonants are used together to make a blended sound, they are referred to as consonant blends. A three consonant blend may be called a "giant blend." Blends should be recognized in initial, medial and final positions, both visually and auditorially.

steam, mist	blue	plate
tree	frog	flat
class	glad	space, rasp
smile	snap	swim
twin	break	crayon
dream	dwindle	prince
score, disc	skate, flask	slim
thread	splash	shrink
spring	street	scratch
school	chrome	

Consonant Digraphs

Some textbooks refer to these as blends. A consonant digraph is composed of two letters used together to make one sound. These should also be recognized in initial, medial and final positions.

chap, beaches, reach	phone, Stephen, autograph
ship, fashion, rush	what, somewhere
rough	sing, ring

"th" has two different sounds: thin, thimble, with
that, method

Long and Short Vowels

Key words for the pronounciation of short vowels are:

e-elephant a-apple i-Indian
o-octopus u-umbrella

Long vowel sounds have the sounds of their names.

Because the long and short sounds are most often recorded by vowels, it is important to know the conditions under which each predominates. The following generalizations are helpful in unlocking words.

1. In attacking a new word, try the short vowel sound first. If the word doesn't make sense, try the long sound.

2. Vowels are usually short when they appear as single vowels and are not at the end of a sentence (met, rat, Tim, got, but).

3. Vowels usually have the long sound when they are the last letters of a word or syllable (by, he, go, music).

4. If two vowels appear together in a word, try the long sound of the first vowel and assume the second is silent (teach, laid, coat).

5. In a short word containing two vowels, where one of the vowels is a final "e" the first vowel will usually have a long sound and the "e" will be silent (name, rice, pole, cute).

6. When "i" is the only vowel within a syllable and it is followed by "ld" - "nd" or "gh" it is usually long (mile, kind, sigh).

7. When "o" is the only vowel within a syllable and it is followed by "ld" it is usually long (old, fold).

8. When a syllable ends in "nce" or "dge" the preceding vowel is usually short (since, pledge, dodge).

9. When a syllable ends in "ous" the "ou" assumes the short sound of "u" (jealous, dangerous, callous).

10. When the letter combination "ie" is found within a syllable, the "i" is very often silent and the "e" is long (field, chief, piece).

11. When the letters "ei" appear within a syllable and do not follow "c" they often assume the sound of long "a" (weight, vein).

"y" as a Vowel

In many instances, "y" records sounds associated with the vowels. For this reason, the vowels are often named as "a" - "e" - "i" - "o" - "u" and sometimes "y."

1. When "y" is the final sound in a one syllable word it usually records the long "i" sound (fly, my, try).

2. When "y" is the final sound in a word of more than one syllable, it usually approaches the long "e" sound (merrily, quietly, heavily).

3. "y" usually assumes the short "i" sound when heard in the medial position of a word (myth, system, lymph).

Vowel Variants

About ten per cent of all phonetic syllables contain vowels modified by "r." Three of these modified vowels (er, ir, ur) have the same sound (her, fir, cur). Other sounds result when "r" follows "o" (for) and "a" (far).

When "r" is preceded by "a" - "e" - "i" - "u" but is also followed by "e", still another variant sound is produced (bare, mere, tire, sure).

When the consonant "w" follows "a" - "o" or "u" it affects their sounds (saw, new, bow).

The letter "l" affects only the letter "a" to which it gives a broad sound (all, fall, always).

Consonant-Vowel Combinations

When "d" or "t" are followed by the letter "u" they produce a kind of slurring sound, best represented by the letter "joo" or "choo" (educate, gradual, factual, punctuate).

When "i" follows "c" - "s" or "t" and is then followed by another vowel, the sound is the same as that produced by the digraph "sh" (facial, mission, action).

"q" is always followed by "u" and together they produce the sound recorded by the letter "k" alone, or by the letters "kw" (bouquet, parquet, require, conquer).

Vowel-Vowel Combinations

ay	(play)	au	(auto, laugh)
ee	(feet)	ey	(they, money)
eu	(feud)	oe	(hoe, shoe)
oa	(boat)	eu	(cue, blue)
ai	(laid, aisle, said)	ou	(out, ought, dough, soup, cautious, could)
ea	(eat, great, head)		
ei	(either, height, eight)		
ie	(pie, chief, friend)		
oo	(look, cool, flood)		
ui	(guilt, guise, suit)		

Compound Words

A compound word consists of two words together which make one word related in meaning to the two single words (fireplace, boxcar, playhouse).

Contractions

The apostrophe takes the place of omitted letters in making contractions. In some cases, context clues must be used to determine the words which have been shortened.

he'd	(he had) (he did) (he would)	that's	(that has) (that is)

Root Words

Pupils should be able to determine the base or root word in words containing prefixes and suffixes.

use	pack
uses	packs
using	packing
used	packed
useful	unpack
useless	repack
uselessness	packable
misuse	

Addition of "s" to Root Words

1. Only the letter "s" is added to many words (boy, boys; hat, hats; coat, coats).

2. "es" is added to words that end in "x" - "s" - "ch" and "sh" thus forming an extra syllable (fox, foxes; class, classes; thrush, thrushes; perch, perches).

3. When the final "y" is preceded by a consonant, the "y" is changed to "i" and "es" is added (fly, flies; grocery, groceries; balcony, balconies).

4. When the final "y" is preceded by a vowel, only the letter "s" is added to the root word (boy, boys; tray, trays; buy, buys).

5. Words that end in "fe" or "f" change the "f" to "v" and add "s" or "es" (wife, wives; life, lives; calf, calves).

Addition of "ed" and "ing" to Root Words

1. If a word has a short vowel preceding the final consonant, the final consonant of the root word is doubled before adding the "ed or "ing" (scrub, scrubbing; drip, dripping; fan, fanning).

2. When a word ends with silent "e", drop the silent "e" and add "ed" or "ing" (like, liked, liking; frame, framed, framing). Instruct children to drop the silent "e" when adding "ed" rather than to just add "d."

3. When adding "ed" to words ending in "y" change the "y" to "i" before adding "ed" (fry, fried; try, tried).

4. The final "y" remains the same in adding "ing" (fry, frying; try, trying).

5. Words that end in "w" or "y" preceded by a vowel remain the same when adding "ed" or "ing" (snow, snowing; stay, staying).

6. Words that end in one consonant preceded by two vowels remain the same when adding "ed" or "ing" (wait, waited; heat, heating).

7. Words that end in two or three consonants remain the same when adding "ed" or "ing" to the root word (earn, earned; watch, watching).

The above rules apply when adding any suffixes that begin with vowels to root words.

Plurals

Rules for forming plurals of words are the same as the rules for addition of "s" to root words with these additions:

1. Some nouns form their plurals by changing the vowels (man, men; foot, feet; mouse, mice).

2. A few plurals end in "en" (child, children; ox, oxen).

3. Some nouns have the same form for both singular and plural (deer, sheep, trout, swine).

Possessives

Use of the apostrophe to denote possessive case is important for comprehension. The difference between that and plural form should be recognized.

Prefixes and Suffixes

Children at this level should learn the meaning of the following list of prefixes and suffixes. Vocabulary can best be increased by this method. To the extent that children learn the meaning of suffixes and prefixes, the size of the child's vocabulary can actually be predicted. They need not be learned always in isolation, but he should be able to recall the meaning of the prefix or suffix when he comes across it in a particular word.

Prefix	Meaning	Example
dis	not, a part	dismiss
in	not	invade
mis	wrong	mistake
anti	against	anti-climax
non	not	nonsense
com	with	combine
con	with	connect
pre	before	prepare
super	over	superior
tri	three	tricycle
sub	under	submarine
post	after	postscript
ab	from, away	abnormal
trans	across	transport
em	in	embark
de	from	depart
inter	between	inter-urban
pro	in front of	promote
ex	out of or out	explain
ob	against	object
per	fully	perfect

Suffixes	Meaning	Example
ness	being	sickness
ment	result of	movement
ward	in direction of	backward
ous	full of	joyous
ious	abounding in	gracious
eous	of the nature of	aqueous
et	little	leaflet
able	capable of being	capable
ible	capable of being	credible
ic	like, made of	magic
ish	like	foolish
ant	being	vacant
ent	one who	president
age	collection of	baggage
ance	state of being	disturbance
ence	state or quality	violence
wise	ways	crosswise
ling	little	duckling
ty	state	unity
ity	state	vicinity
ure	denoting action	pleasure
ion	condition or quality	action

Dictionary Skills

The use of the dictionary has been introduced at the third grade level. Not until the fourth grade will a student depend upon his ability to use reference material.

One of the major skills learned in the fourth grade is the proper use of reference material.

He needs to review the order of the letters in the alphabet. Arranging words in alphabetical order by using all the letters in a word needs to be practiced.

The major breaks in the alphabet must be known, learning which letters are in the middle, which ones are toward the first, and which letters are toward the last.

ABCDEFGHI	JKLMNOPQ	RSTUVWXYZ
front	middle	last

At the top of each page in the dictionary, two words are printed called GUIDE WORDS. The word at the left is the same as the first word listed on the page. The word at the right is the same word as the last word printed on the page. Any word which would come between those guide words in an alphabetical list will appear on that page if it is in the dictionary.

believe	berry
believe	bend
belong	berry

The meaning and the use of phonetic spelling that follows in parenthesis each word in the dictionary needs to be learned.

An understanding of how the dictionary shows the syllabication of a word needs to be studied so that pronunciation can be determined. A great deal of practice should be given in determining how to pronounce words according to accent mark as given in the dictionary.

Fourth grade children need to learn how to select the meaning of a word which applies to the context in which the word is used.

Syllabication

The following rules should be understood by every child at the fourth grade level, although it is not necessary that he be able to state these rules from memory. It is more important that he be able to use the rules to unlock words, rather than to list the rules.

1. There are as many syllables in a word as there are vowel sounds within the word.

2. Suffixes and prefixes are syllables with meanings of their own.

3. If the first vowel is followed by two consonants, usually the first syllable ends with the first of two consonants.

dan ger	lad der
vc c	vc c

4. If the first vowel in a word has a long sound and is followed by a single consonant, the first syllable usually ends with the vowel. This is also called an open syllable in the first syllable.

o cean	pi lot
v cv	v cv

5. If the first vowel in the word has a short sound and is followed by a single consonant, usually the consonant is a part of the first syllable. This first syllable is also noted as a closed syllable.

pet al	cab in
vc v	vc v

6. Usually the letters in a blend are not separated when a word is divided into syllables.

a pron or chard

7. The letters in a digraph are never separated when a word is divided into syllables.

feath er moth er

8. If a word ends in "le" preceded by a consonant, that consonant begins the last syllable.

ta ble lit tle

9. When "r" follows a vowel, the vowel and the "r" go together to make the "er" - "ir" and "ur" sound.

cer tain

10. The letter "x" always goes with the preceding vowel to form a syllable.

ex tra

11. The letters "ck" go with the preceding vowel and end the syllable.

jack et

12. The ending "ed" has three sounds.

ed t
d
ed

The ending "ed" has the sound of "t" in some words and you hear one syllable.

asked fixed cooked

The ending "ed" has the sound of "d" in some words and you hear one syllable.

rained burned called

The ending "ed" is pronounced as a separate syllable when the letter "t" or "d" comes before "ed"

shout ed trad ed

13. When you add a suffix that begins with a vowel to a one syllable word that has a short vowel right before the final consonant, double this final consonant of the root word before you add the suffix.

bat batted batter batting

When a word has had its final consonant doubled because the suffix "ing" has been added, the syllable division comes between the double letters.

cut ting hem ming

Accent

1. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix.

2. Two like consonant letters following the first vowel are a clue to an accented first syllable and to a short vowel sound in that syllable.

hob´by mes´sage lad´der ham´mer

3. Usually syllables that contain long vowel sounds are accented.

e′ven to day′

4. The last syllable in a word that ends in "le" begins with the consonant that comes before "le." This syllable is not accented.

cir′cle gob′ble

5. If a syllable contains a root word, the root word is usually accented.

harm′less cry′ing

6. In most two syllable words that end in a consonant followed by "y" the first syllable is accented and the last is unaccented.

ti′ny ug′ly

7. Beginning syllables "de" - "re" - "be" - "ex" - "in" and "a" are usually unaccented.

de part′ in deed′ ex plain′ re peat′

8. Endings that form syllables are usually unaccented.

swim′ming

9. The letters "ck" following a single vowel letter are a clue to an accented syllable.

pack′age rack′et

10. Two vowel letters together or two vowel letters, one of which is final "e", in the last syllable are usually a clue to an accented final syllable.

ex cite′ re peat′

Schwa Sound

The schwa sound is first introduced in the third grade and it is developed to a greater extent at the fourth grade level.

Vowels in unaccented syllables usually do not have the long or the short sound. They usually have neutral vowel sounds that are shown by the schwa(ə).

The schwa is an unobtrusive speech sound and is used to show such sounds as the "a" in about, "e" in master, "i" in devil, "o" in lemon, and "u" in circus. The schwa sound takes the sound similar to the short "u" sound. It usually occurs in the unaccented syllable.

but	ter	lem	on	al	low
but′	ə r	lem′	ə n	ə	lou′

The observant teacher always seizes opportunities to add to vocabulary and knowledge.

Synonyms

Synonyms which have been taught before should be reviewed.

Antonyms

Children at this level have already learned the opposites of words, but at the third grade level, the word "antonyms" is introduced for the first time. The word is reviewed again in the fourth grade.

hot - cold

up - down

Homonyms

Homonyms are introduced for the first time in grade three but emphasis is not placed upon them until at the fourth grade level.

Homonyms are words which sound alike, but are not spelled the same. Usually they have different meanings.

to too two

do due dew

Critics of phonetic teaching invariably call attention to the largely non-phonetic character of our English spelling. They fail, however, to point out that at least a part of practically every word follows the regular rules, so that only a portion of even the worst "word demon" needs to be memorized.

The teaching of reading skills is not an end in itself. Only to the extent that the teacher incorporates these skills in the actual reading process itself will they be successful.

CHECK LIST FOR COMPREHENSION SKILLS AND ORAL READING IN GRADE THREE

I. Comprehension Skills

The following comprehension skills must either be reviewed, relearned, or introduced for the first time:

A. Can find the main idea in the story

B. Can keep events in proper sequence

C. Can draw logical conclusions

D. Is able to see relationships

E. Can predict outcomes

F. Can follow printed directions

G. Can read for a definite purpose:
   1. for pleasure
   2. to obtain answer to a question
   3. to obtain general idea of content

H. Classify items

I. Uses index

J. Arrange words in alphabetical order by using all the letters in a word

K. Knows technique of skimming. The pupil needs this skill to be able to obtain information from resource books.

L. Can determine best source for specific information (dictionary, encyclopedia, index, glossary, etc.)

M. Uses charts and maps

II. Oral Reading Skills

A. Reads with a pleasing voice quality

B. Reads with adequate volume

C. Reads with clear and distinct enunciation

D. Accuracy in pronounciation

E. Ability to convey meaning to listeners

COMPREHENSION SKILLS IN GRADE FOUR

A formal reading period should continue throughout the upper elementary grades. However, the child is actually using study skills when he reads in science and social studies for the purpose of gathering facts to use in class discussion, in experimentation, in demonstration, in making a report, in preparing a summary, in taking a test. He uses reading study skills in arithmetic when he reads a problem and applies information gained from his reading to work the problem, or when he reads directions that tell him how to perform the process. When a pupil reads and does something with what he reads in situations such as these, he uses study skills.

Children should always read selections silently before being asked to read orally. During the formal reading period, children should be asked to read to find out certain key ideas. The ability of the reading group will determine how many pages should be read to find a specific thought. Some children can handle as many as four or five pages, while slow learners will need to read only one or two pages. Immediately after silent reading, comprehension should be checked by the use of oral questions. These questions should be of a type that will require analysis of the material read, rather than questions that may be answered by "yes" or "no."

In order for a child to improve his comprehension, he must be able to reorganize the thoughts and material which he has read, using his own words, and be able to discuss this material with others. If he is not able to put the material into his own words, then he is actually unable to comprehend the material, and it is too difficult for him.

CHECK LIST FOR COMPREHENSION SKILLS AND

ORAL READING IN GRADE FOUR

I. Comprehension Skills

A. Finding the main idea.

1. Choosing titles for material read.

One of the best eays for finding the main idea is to create a title for the material. This may be a title for the whole story, or for only a small part. It needs to be short and informative. A child will need definite training in being able to do this.

2. Summarizing.

This is another technique to help the student find the main idea. If the child has difficulty doing this, the summary should be longer than desired. As the child progresses in this ability, the material should be cut more and more. Merely lifting verbatim a few sentences is not the goal of teaching the child to summarize.

3. Can identify key words and topic sentences.

B. Finding details.

1. Finding specific information.

It is not enough that the child merely be able to condense the total story and find main ideas. He needs to be able to find specific information, regardless of how minute the point of information may be.

2. Interpreting descriptive words and phrases.

He must be able to interpret descriptive words and phrases and use the vocabulary which is new in context.

3. Selecting facts to remember.

Training will have to be given in knowing which facts to remember, as applicable, to the type of reading.

4. Selecting facts to support the main idea.

In addition to actually being able to remember what went on in the story they should have practice in recalling. This results from leading questions a teacher or other children in the class might ask.

5. Using guides, charts, and outlines.

6. Verifying answers.

He must always be aware of the location of specific information so that when necessary he will be able to verify his answers.

7. Arranging ideas in sequence.

An outstanding characteristic of a child with poor comprehenseion is that he usually repeats what he has read last. He is unable to remember a great number of single items which happened in the story, and feels he has a poor memory. The teacher feels he has poor comprehsnion. None of us could remember fifteen unrelated facts. By proper sequence the child recalls what happened first, the child has a clue as to what happened next, etc.

C. Creative writing.
1. Able to interpret story ideas.

The child should be able to interpret the story ideas so that he can generalize about the story.

2. Able to see relationships.

Seeing relationships and making comparisons aid in developing a mental ability necessary for good reading comprehension.

3. Able to identify the author's purpose.

Rather than merely remembering the names of characters, he should learn to know their traits, as well as their general physical descriptions.

D. Formal outlining
1. Form
   a. Main ideas (I. II, III)
   b. Subordinate ideas (A, B, C)

2. Talking from an outline.

If pupils are required to outline material before giving a talk, they will come to realize its value.

II. Oral Reading Skills

A. Review previously taught skills.
   1. Pleasing voice quality
   2. Adequate volume
   3. Clear and distinct enunciation
   4. Accuracy in pronounciation
   5. Ability to convey meaning to listeners

B. Eye-voice span of three words.

The child's eye should be ahead of the point where he is reading, otherwise, he will read word by word.

C. Choral reading.

Choral reading has been used most successfully beginning at about the fourth grade level to help children improve both their expression and appreciation for various types of literature. The pupil needs to form the habit of keeping his eyes ahead of his voice so that he knows what is coming and can regulate his voice accordingly.